and the boys go there to learn their prayers and the beginning of Islamic theology. In some cases, especially with girls, the instruction is taken in the household itself. During adolescence this training may become more serious, and boys who were not sent to live with their religious teachers before may go off to learn Islamic practices in greater detail. The relationship of a boy to his *mallam* or religious teacher is expressed in the saying, "Your mallam exceeds your father." In other words, a boy's religious instructor exceeds his father in fatherly qualities and he must be respected and obeyed as a superior whose authority is unquestioned.

Whether a child goes to live with his religious teacher or not, there are other important factors that maintain for him a high turn-over among household members that is in striking contrast to the norms of western society. No matter where he lives in Bornu there is a high divorce rate and the possibility that his mother and father will not live together all their lives is very great indeed. Children stay under the control of their father in his household, although some contact with the mother is maintained and remains a strong emotional bond for many, even though there is a constant possibility that it cannot remain a household relationship. High divorce also means that the mother's co-wives are continually changing and that one's own half-siblings may be without their own mother in the compound so that compound relationships themselves are continually shifting and changing throughout a person's childhood.

The Kanuri also practice fostering. In some cases children are given to grandparents, or friends, or other relatives to be raised. Sometimes the reasons are political, and the parents try to place the child in a very important person's household so that the child may grow up knowing and associating with people who can help him later on in life. Sometimes it is felt to be a kindness towards a friend or to the child's grandparents. Whatever the reason, the child lives during his early years in a compound other than that of his own parents. It is possible to find Kanuri who have lived in as many as four or five compounds by the time they reach adolescence, and two or three is quite common. On the other hand, there are also many people—especially in rural areas where their work is needed—who were raised in only one household. One informant reported how he was given to a father's younger brother at weaning, given to a religious teacher at six, returned to his father at the age of eight, then put into the household of the district head when he was thirteen. Although there is much variation in this practice, in conjunction with the high divorce rate as well as the always present possibility of sudden death by disease, it means again that the actual people in the younger person's relational network are many, many, times more fluid and changing than is the case in western society.

Summing up this very important point, we may say that it is a rare Kanuri who has passed through childhood with a stable set of interpersonal relations to siblings or adult members of his household. This means that in child training the relationships to specific persons are not stressed as much as the norms of behavior we spoke of in Chapter 3. The one important exception to this is the relationship to one's mother which is particularly strong between a mother and her son. This fits nicely into the life cycle of women who, as we shall see, usually return to their son later in their old age to take up the role of old, unmarried women. In stressing the norms of behavior rather than particular relationships, it is respect and obedience

ooo ousies between his wives.

59 The separate nuclear families which make up the larger polygamous Kanuri family demonstrate an overall unity when one focuses attention on the household as a structural group. At the core of the household is the polygamous family, but the household may include many other individuals, both kin and non-kin.

595 • 855 [152] Polygamous families also appear much more unified when one attends to the behavior of adults towards children within the household. Though the presence of children is potentially the greatest source of jealousy between co-wives, particularly when one wife has borne one or more children while another has never borne a child, Kanuri attitudes and treatment of children within the household minimizes these jealousies. All women within reach of a child play with it, feed it, and watch over it. Children wander freely in and out of the houses of their father's wives (their ya chinta), and differences between co-wives are not permitted to extend to their children. In effect, children bridge rather than emphasize the gaps between co-wives and between nuclear families.

5. The Household.

592 It is a natural step to move from a consideration of the polygamous family, the central kin group in Kanuri society, to that of the household. However, though the household has the polygamous family at its core, it is not primarily a kin group.

571
602 individuals involved and traditionally as a cultural value also increases as simple nona is made more rewarding by the progressive addition of more and more patri-aman.

Joking Relationships (suli)

Joking relationships (suli) among the Kanuri refer to a quality in interpersonal relations wherein the customary behavioural restrictions based on seniority, generation and sex differences are relaxed and a formalised pattern of permissiveness of some kind obtains between the parties.

603 The most diffuse or broadly based joking relationship is that between ego and his grandparents and great-grandparents, if
[255] any of the latter are alive. In many cases Kanuri children are
[591] partially raised by their grandparents, being taken from their moth-
[553] er just after weaning. This is especially true when the child is called after his grandparent which is often the case since naming customs generally bring names from alternate generations down the descent system. The child usually has the most intimate and fondest joking relationship with his namesake grandparent, if this person lives close by or adopts him. When this is not the case, the grandparent residing closest is the person with whom a more intimate
553 joking relationship is established. The naming rule gives no prefer-
602 ence to matrilateral or patrilateral kinship; successive children must be named after and/or adopted by each of the spouse's parents alternatively. Thus neither side must obtain a namesake from the same marriage union twice in a row. The reason given for this custom of alternation is that it helps to prevent conflict and jealousy between a man and his wife as well as between the married couple and

858 or kila yaaku (three heads), the latter referring to the distinctive
302 three pronged hair style of pre-pubertal females. The young girls are soon more fancifully dressed and their eyelids blacked with antimony.

• 855 Until the age of three or four, children are kept for the
857 most part within the compound, going out only with older members. After four or five, the child begins to explore beyond the compound and meets children of his own sex in the immediate vicinity. These form peer groups who play together and gather together quickly to witness any excitement of the town. They stay away from groups of male elders who may sit conversing under a tree, but otherwise roam the town and later even the surrounding bush area freely as long as their growing amount of household tasks are complete.

868 The girls start to learn the intricacies of preparing food,
[412] carrying water, and the ever present task of grinding millet either on a quern or more commonly in a large wooden mortar. The boys begin to gather firewood, help with the farming, and the family dry season activity, as well as being on hand for running messages. Pressure in the acquisition of these skills is steady and slow but definite. Punishments are rare, but to a Western eye extremely severe. The reason is most often the continual or perhaps sudden relinquishing of a skill which by such time should have already been acquired. A young boy of ten was beaten for omitting to gather grass for his father's horse; this is a skill which boys of seven to nine should have already learned. The severity of the punishment is noted by all children within earshot. Thus the beating of one child in a village or a ward not only punishes his neglect of learned skills but advertises to all, within hearing distance of the child's screams, that punishment is not just a matter of threats but is an awesome, painful reality if limits are transgressed.